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ABSTRACT

Prepared as a part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper reviews the varying definitions of the term "career education" and describes the evolution of the concept, schema, and models. Evidence of acceptance and support of the career education concept by education agencies is examined. Implementing the process of career education remains an issue, and the following areas of concern are noted: (1) initiative, (2) definition, (3) passing fad, (4) articulation, (5) lack of cooperation, (6) funding, (7) anti-intellectual stigma, (8) minority concerns, (9) research needs, (10) training needs, and (11) balancing educational programs with manpower needs. Thus, transforming the concept of career education into an operational process is one of the greatest challenges faced by American Education. (MW)

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CAREER EDUCATION:
Educational Priority for the Seventies

Part I: "The Concept of Career Education"

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PREFACE

The educational system that exists in the United States in the mid-1970's has often been described as a system in which 19th century methods and concepts are being used to help 20th century youngsters learn to cope with life as it will exist in the latter years of the 2[illegible]ry and in the first third of the 21st century. Fo[illegible]tors and lay citizens, such a characterization may be [illegible]ate and hence unworthy of consideration. But for others, the characterization seems to portray, with painful accuracy, the current scene in American education.

Educational leaders who perceive even an element of truth in the above description have exhibited deep concerns about the educational program, and have raised serious questions. While doing so, they have been, and are, engaged in various endeavors and activities in their search for plausible and possible solutions.

Concerns, questions, and activities such as these have been, over the years, largely responsible for many of the major changes that have occurred in American education. Indeed, similar concern, study, effort and action will undoubtedly continue to be the hallmarks for major changes in the educational system in future years.

At the present time, as a result of the voicing of serious concern about the relationship of the educational system to the world of work, questions are again being raised, and attempts are being made to find ways of achieving a long honored, but often ignored, educational goal: Helping students to become useful, contributing, and productive members of the society in which they will

live. As one consequence of these efforts, it is becoming quite evident that a new role--or at least a new emphasis--will be identified or defined for American education. In the new role that is beginning to emerge, it is evident that the educational system will, in all likelihood, address itself in more direct fashion than ever before to ways of helping individuals to prepare for total life careers, as opposed to preparing individuals only for specific occupations or only for further education. The educational system, as it assumes its new role, will have as its primary focus the total career process of every individual--a process that extends from an individual's early childhood years through the mature adult retirement years.

The emerging redefinition of the role or purpose of education, as indicated above, has resulted in the development and wide acceptance of a new and promising concept: Career Education. By effectively utilizing this concept, it might be possible for educators to narrow the gap--which some say exists in the educational system--between the 19th and 21st centuries. In any event, proper and carefully considered utilization of the concept should result in the creation of a more meaningful learning environment for all.

Byron W. Hansford
Executive Secretary

That education should prepare students for a rich, productive, rewarding amd purposeful life has long been one of the stated goals of the educational system.

Unfortunately, this goal has not become a reality for many participants in the educational system. Career Education, if used as a major foundation stone in the system, holds the promise of making the goal a reality.

THE CONCEPT OF CAREER EDUCATION

From time to time throughout the history of educational thought and development in the United States, concerns and doubts have been raised about various aspects of the educational system. As a result, many suggestions and recommendations concerning ways in which the perceived inadequacies, inequities, and deficiencies might be remedied, have been made. Some have resulted in lasting and significant changes in the system. The high school, the industrial arts curriculum, and vocational education programs are but a few examples of lasting and significant changes that have been effected as a result of serious and overriding concerns relating to perceived inadequacies of the educational program.

On the other hand, the literature is replete with examples of suggestions and recommendations for change that were offered (and in some instances implemented on a somewhat limited and localized basis) but had little or no lasting impact on American education. New or different curricular approaches have been suggested and developed; new and different organizational patterns have been created; new and different administrative arrangements have been attempted; and new and different architectural settings have been designed and built. These are some examples of changes that have been suggested, but which have not had the impact desired by those who proposed them.

Of all the suggestions and recommendations that have been made relating to desired changes in the American educational system, however, few have been met with such "instant acceptance" as has the concept of Career Education. As is noted in a subsequent section, there are those who would assert that the concept, in various forms

has been around for a long while. But it was not until the early part of 1971 that it was introduced as a single and recognizable suggestion for a major change in the educational system. Sidney P. Marland, then United States Commissioner of education, presented the suggestion, together with the concept, to the National Association of Secondary School Principals, meeting in Houston, Texas, in January, 1971. In the relatively short time since its introduction, the concept has burgeoned, with an almost supernova-like quality, across the nation, and has impacted upon every educational level with a vigor seldom witnessed in education in the United States. The manner in which it has been received has suggested that Career Education is a concept "whose time had come."

The rapidity with which the concept of Career Education has been accepted, together with the almost messianic fervor with which many educational leaders have embraced it, is no doubt a reflection of innumerable concerns and doubts about the validity of the roles and functions of education and educators, together with concerns and doubts relating to the reliability with which the educational system is performing its perceived roles and functions. In a more global sense, the rapidity of acceptance is perhaps a reflection of a basic concern about societally-based problems which are becoming increasingly evident in the United States during the waning years of the 20th century. Concerns about the educational system, together with concerns about broad-based societal problems, have again caused educators and concerned citizens to search for "better ways." And they seem to perceive Career Edu-

cation as a way to help

- The forty million elementary school children who need career orientation.
- The seven and one-half million young people who seek employment after graduation.
- The unemployed, or soon to be unemployed, workers not expecting callback because of shifts in technology or shifts in labor market demand.
- The highly motivated working poor stuck in low-skill, low-paying jobs, who need to hold two jobs to earn enough income to cover their family needs.
- The mothers of school age children who need and want to re-enter the labor market.
- The older workers involuntarily retired who want to continue to work, but need a marketable skill.
- The over three hundred thousand mental hospital patients discharged every year who need a marketable skill to sustain themselves.
- The inmates in our prisons who need pre- and post-release skill training to cut down on the high rate of recidivism.
- The more than three million children and youth considered to be learning handicapped who are prime candidates for special training programs that will provide them with the economic/psychological means to be fulfilled individuals.

For many concerned educators, legislators, parents, and taxpayers, Career Education holds the promise and the potential of greatly helping society to cope with the problems of the many individuals alluded to above. At the same time, and more importantly, they see in Career Education a means of helping the individual to be better equipped to aggressively resolve, as well as to cope with, the many problems of society.

What Is Career Education?

It has been suggested that Career Education, at least at the present time, might best be described as a concept in search of a definition. This observation, it should be noted, may not be completely accurate in a literal sense because, as has been observed, there are perhaps as many definitions of Career Education as there are people who are trying to develop or implement programs. But as the observation implies, there is an apparent lack of unanimity concerning the definition, if not the meaning, of Career Education.

It should be recognized by all concerned that there is a genuine need for at least a broad definition of Career Education that would establish a perceptual framework or parameter in which educators might be able to function, but which at the same time, would provide the freedom for needed adaptation. As pointed out in a later section, many such broad definitions of Career Education have been developed by State Education Agencies. An example that would be of value in the context of the immediate discussion, however, is a definition that has been developed by the Task Force on Career Education of the Council of Chief State School Officers:

> Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

While the preceding definition (or a similar one) will be adequate for many, it should be recognized that for some educators and lay citizens loose or broad definitions do not suffice. There are those who prefer--if not actually require--a recipe or somewhat definitive pre-packaged program of Career Education. There is need for clear meaning; yet there is risk inherent in any kind of rigid prescription. No doubt this is what Commissioner Marland had in mind when he said

> We deliberately have avoided any definitions. Career Education will not be prescribed by Washington, be cause that is the best way to kill it.

While there are those (Marland, for example) who would see a positive value in having no single definition or "official designation," it is interesting to note that numerous references in the literature contain definitions which have been developed. Kenneth Hoyt and his colleagues implied that a lack of definition of Career Education existed when they suggested that it was a "concept in search of a definition." They then went on to offer a definition:

> Career Education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values in their personal values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

In similar fashion, while Marland indicated in explicit fashion that Career Education should not be defined or prescribed in Washington, he offered some advice suggesting that Career Education should <u>not</u> be perceived as:

- A re-naming of vocational-technical education;
- An anti-intellectual conspiracy;
- A way to discourage poor and minority young people from going to college;
- Limited to elementary and secondary schools; or
- Simply a means of getting a job.

In a more positive vein, Marland suggested that Career Education is or should be perceived as:

> ...the companion to academic preparation at every grade level, from kindergarten through graduate school, so as to enable every young person to enter and do well in a career carefully chosen from among many, no matter at what point he or she leaves formal education.

As Dr. Marland has described Career Education, it is clear that his hopes for its utilization extend far beyond what is now considered to be the scope of "formal education." To him, Career Education

> ...offers the same opportunities to adults who reenter the system either to upgrade their competencies in a field of work or to leave their field.

As should be obvious, both Hoyt and Marland attempted to give some meaning to the concept of Career Education, and at the same time attempted to avoid a rigid set of rules or prescriptions. In similar fashion, other educators--from every type of educational structure--have developed fairly broad and comprehensive definitions.

As the emergent definitions or descriptions of Career Education are examined, the contributions of educators, sociologists, economists, and educational psychologists, should not be overlooked. Some of those contributions have already been noted in the contributions of Kenneth Hoyt and his colleagues. Taken individually,

these statements should serve as excellent guidelines:

> •The fundamental concept of career education is that all types of educational experiences, curriculum, instruction, and counseling, should involve preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work. It seeks to give meaning to all education by relating its content to the job world.
>
> •Career education is not something which precedes participating in society but is an integration of learning and doing that merges the worlds of the home, the community, the school, and the workplace into a challenging and productive whole.

Similar guidelines have been suggested by Dunn:

> •Career education may be broadly defined as the development of the skills and knowledge through which individual students may fulfill their own unique needs with regard to occupational choice, social responsibility, leisure activity, and personal development.

In a recent "Position Paper on Career Development," Tennyson, Bingham, Gysbers, and others from the guidance field sought to distinguish career from occupation:

> ...Sociologists and some psychologists have used the term "career to refer to the sequence of occupations, jobs and positions occupied during the course of a person's life. This definition is helpful in carrying the impost of developmental movement through structures, but it conveys no sense of an active person interacting with his environment.
>
> The term "career" means a time-extended working out of a purposeful life pattern through work undertaken and engaged in by the individual. Career can easily be differentiated from the term "career development" which refers to the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the the career of any given individual.
>
> The meaning of the word "career", then, is directly dependent upon the meaning one attaches to the word "work." Work, as conceived for purposes of this paper, may be defined as an expenditure of effort designed to effect some change, however slightly, in some province of civilization. It is not simply an arbitrary or gratuitous action, but something which, from some viewpoint

> within society, ought to be done. The concept carries the intention that an act of human effort will lead to an improvement of one's own condition or that of some element of society.
>
> Viewed in this way, work is not directly attached to paid employment, but it may include also efforts of an educational or avocational nature. Thus, education for work and certain elements of leisure which are undertaken to benefit society or which contribute to a sense of individual purpose and achievement are included in this definition...

Tennyson and his colleagues have provided the concerned educator a framework in which programs of career development can be facilitated. Additionally, they have provided a perspective which could serve to alleviate concerns that have been voiced by educationists, vocational education specialists, and vocational guidance personnel about who should have responsibility for what:

> ...It must be emphasized that a person's career does not unfold independently of other areas of his development. Ultimately the educator, whatever his title, must concern himself with the total developing person, and this implies a consideration of how work and career meshes with other life pursuits in a reasoned style of living. (Italics supplied.)

As has already been indicated, definitions such as those given above were developed primarily to provide guidelines--or broad directions--to those who might develop and implement programs in Career Education. They were not definitive; they were not intended to be. Yet they (together with many others not cited) performed the intended function well.

Utilizing the "broad strokes" that made up the guideline types of definition, more operational types of definitions have evolved wherever serious attempts have been made to develop and implement Career Education programs. Such definitions have been developed by many State Education Agencies, and include key concepts such as:

A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students.

Arizona

* * * * * *

It is our responsibility as the adults of our society to provide the best education that Louisiana's resources permit and it is the responsibility of our students to see that they avail themselves of every opportunity of discovering, deciding, and developing their life cycles and styles.

Louisiana

* * * * * *

[Career Education] is what happens to the individual when the agencies of school, family, and community pool their talents to provide him with sufficient breadth and depth of exploratory experience to elect, or delay election of, several equally attractive self in work options which can be realized through further education, continued training, or immediately upon completion of high school.

Maryland

* * * * * *

Career Education not only provides job information and skill development, but also aids students in developing attitudes about the personal, psychological, social, and economic significance of work.

Nevada

* * * * * *

Career Education is essentially a lifelong process, beginning early in the preschool years and continuing, for most individuals, through retirement. As a process, it includes the view one has of himself and his possible work opportunities, the choices he makes related to himself as a worker, and the ways in which he implements those choices.

New Mexico

* * * * * *

> Career education is defined as a program which endeavors, through the regular curriculum, to provide all youth in the school motivation toward the world of work, orientation to the many job opportunities available, and exploration of occupations consistent with individual interests and abilities...
>
> Ohio

* * * * * *

> Schools have a three-fold objective: to help young people (a) discover their individual interests and abilities, (b) explore the many avenues of productive activity that might challenge and enlarge their individual talents, and (c) learn the wise exercise of freedom of choice, self-direction, self-discipline, and responsibility.
>
> Oregon

* * * * * *

> Career Education extends beyond the school and utilizes the entire community as a resource for career development. In this context, Career Education is not separate and apart from total life education, but is a correlated, integral part of all human development.
>
> Utah

* * * * * *

The preceding concepts of Career Education that have been developed in the various State Education Agencies are by no means intended as an exhaustive list. Obviously, there are many others that might have been identified and cited. But while the listing may not be all inclusive, it is sufficiently representative to suggest that, regardless of specific terms or local adaptations, the concept of Career Education is made up of several basic characteristics:

- In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life.

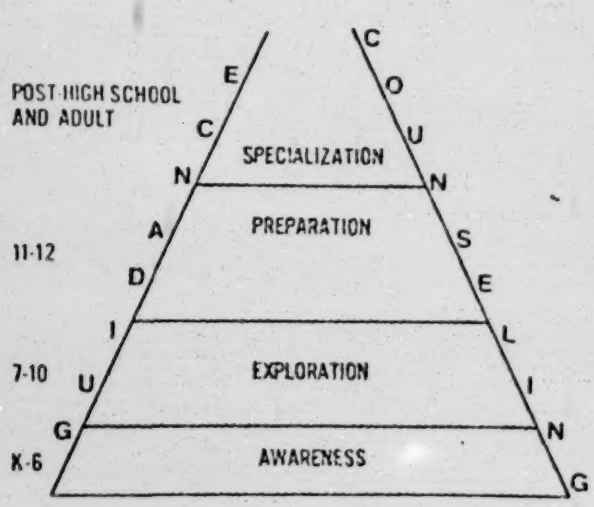
- In early childhood [career education] provides an awareness of self in relationship with the world of work as well as direct experiences to motivate and captivate the learner's interest in the basic skills being taught.

- As the child moves through school he increases his familiarity with the world of work and acquires knowledge necessary to obtain meaningful employment upon leaving school.

- Career education also makes the provision to prepare the individual for employment and, later in his career, to upgrade his skills, to update his knowledge, and to retrain him for a new job if he wishes it.

- Career education combines the academic world with the world of work. It must be available at all levels of education, from kindergarten through the university. A complete program of career education includes self-awareness of the world or work, broad exploration of selected clusters, and career preparation for all students. This calls for all basic education subjects to incorporate career education as activity, motivation, and methodology.

As has been emphasized, there are many variations in the numerous definitions that have been developed for Career Education. So also is there variation in graphic portrayals that have been developed to depict the scope and character of Career Education. A fairly rep-representative portrayal, however, has been developed by the Oregon State Department of Education, in which several elements of characteristics are depicted:



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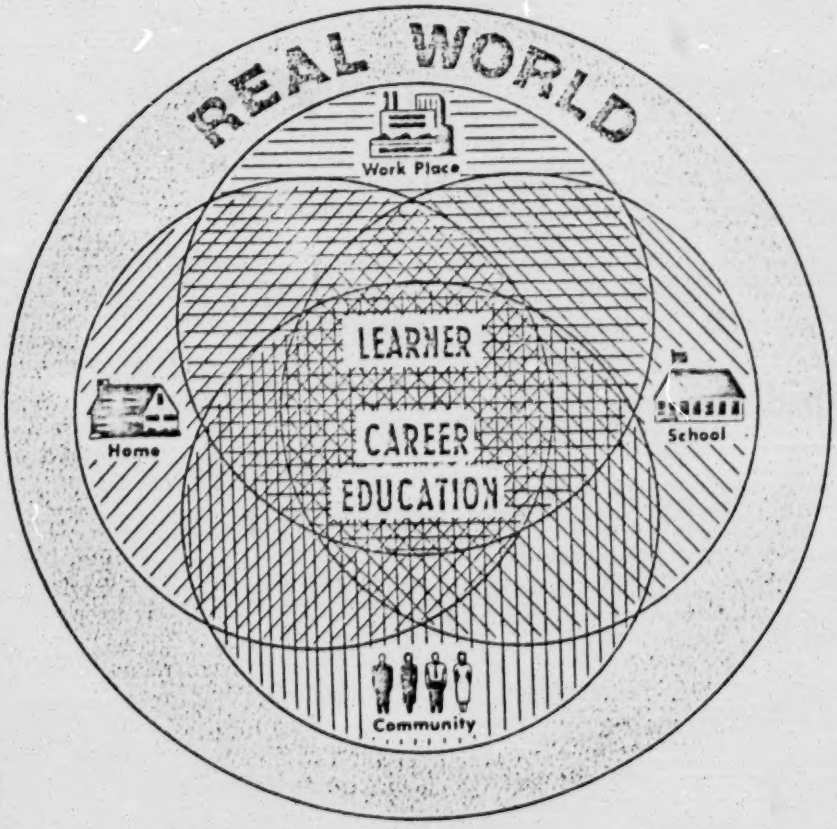
As will be noted, the schematic indicates where, in the educational spectrum, the several types of Career Education should ideally take place. It does not, however, attempt to portray how the programs or activities relate to the "total world." This type of relationship--i.e., that between Career Education and the "world" is graphically portrayed in the following conceptual model that has been developed within the Nevada state education agency:



Throughout this section considerable attention has been given to the numerous definitions, schema, and models that have been developed to describe Career Education. A clear understanding of these is essential of Career Education is to have the thrust or impact that

has been envisioned for it.

But at the same time, proponents and advocates of Career Education should not attempt to develop every notion or idea from a zero point. Career Education is a new concept in American education; its roots, however, go back a long way.

Evolution of the Concept of Career Education

To identify, with any degree of accuracy, all of the origins and antecedents of the concept of Career Education would be extremely difficult and time-consuming, if not completely impossible. At the same time, such a descriptive account would not serve any really useful purpose in the context of this paper. On the other hand, it is important that those responsible for planning, developing, and implementing programs of Career Education recognize that the concept did have clear and definable antecedents; that the concept did not "happen" in some spontaneous fashion.

According to Edwin Herr, Career Education, in its current context, should be recognized as

> ...a synthesis and blend of many concepts and elements available at some point and in some place in American education. However, the intent and implementation tactics so far apparent are to bring these concepts and elements into a new and systematic interrelationship among vocational education, vocational guidance, career development and other elements of the educational and community networks of which they are part.

As Herr has implied, some of the more prominent roots of Career Education are to be found in Vocational Education and Vocational Guidance programs. However, to say that in these programs were to be found the embryonic stages of Career Education would be erroneous,

for the emphasis on--and development of--vocational programs was in reality a part of the evolutionary process that has culminated, at the moment, with the emergence of Career Education.

Vocational Education and Vocational Guidance both have impacted on the evolution of Career Education, but they have been supplemented, as it were, by many other educational endeavors and "outside influences." Many bases for Career Education existed prior to the development of the concept of either Vocational Education or Career Education. Gordon Swanson reiterated this when he recently observed that Career Education, in various shapes and forms, has made partial and tentative appearances in American Education for over 100 years. Gus Tyler, in a similar observation, noted that,

> Although schools [of the 1820's] were seen as places where workers' children could learn a craft, [workers] consistently refused to limit schooling to what we today call "vocational education." They wanted their children to be more than skilled artisans; they also wanted them to be informed citizens.

Tyler, Herr, and others have traced the development of the concept of Career Education in some detail. For the educator or lay citizen who is interested in examining the antecedents of Career Education, the cited sources are highly recommended. For the purposes of this paper, a summary of the historical, philosophical and conceptual antecedents of Career Education, as prepared by Professor Herr, should suffice:

> "Virtually every concept which is presently embodied in career education has been advocated at some point in American education. This is not to suggest that such concepts have either been operationalized or tested in practice. Nevertheless, philosophical support for the major elements of career education has historical construct, if not evaluative, validity.

> "Although there were antecedents in life adjustment and progressive education positions prior to 1960, increased emphasis has been focused on the prevocational elements of decision-making and preparation to be found in the elementary, middle or junior high school educational levels. Equally important has been concern for the vocational implications held by post-secondary education, including collegiate education, for adults and out-of-school youth. Together these elements have constituted support for articulating, from the kindergarten through post-secondary education, a series of increasingly complex educational experiences which would be available to all students, to out-of-school youth and to adults. Further, these experiences are seen as requiring not only vocational preparation--but a continuum oriented to prevocational and educational awareness, attitudinal development, awareness of personal strengths and potentialities as well as the development of decision-making abilities.

As has been observed, it is possible to identify many antecedents of Career Education, some of which may even pre-date the founding of the nation. All have contributed to the development of the concept. But, as indicated by Herr, it was not until the decade of the sixties that major attention was devoted to societal problems, inadequacies of education, and possible solutions. Attention of this nature was demonstrated in 1962 by a Panel of Consultants on Vocational Education with the following statement:

> Of every 10 students now enrolled in the elementary grades, 3 will probably not attain high school graduation. How will these three earn living in the world of the 1960's with out a high school diploma? How can the schools help them before and after they "drop out?" Of the other seven boys and girls who will finish high school in this decade, three will not go on to college. What will these three high school graduates do for a living? How well will their high school education prepare them to earn a living, or, in the case of many girls, to perform the duties of housewife and mother? Of the remaining four students who will eventually enter college, only two will receive baccalaureate degrees. What are the prospects of the two who do not complete 4 years of college? How will high school and post-high school study help them earn a living?

> Thus, 8 out of 10 youngsters now in the elementary schools who have a need for vocational education are a major concern of this report. These young people will enter the labor force in this decade 26 million strong, and will account for nearly 90 per cent of the growth in the labor force during the 1960's. By the end of the decade, 3 million young workers will enter the labor force each year, compared with 2 million annually at the start of the decade. Will these young workers be well prepared for the world of work? Will their interests, skills, and knowledge match the changing requirements of the economy?

The apparent appropriateness of the above concerns to the present day situation, when contrasted to the time (1962) at which they were formulated, might suggest to some that the concerns have had little or no impact. Any such perception, however, would be erroneous, for out of the concerns voiced by the panel in 1962--or perhaps more in response to the concerns--came many of the initial efforts that were made toward what has become known as Career Education.

For example, during the early to mid-1960's, the "Richmond Plan," in which attempts were made to blend technical and trade education with general education, was developed by the Richmond (California) school system. In New Jersey, during the first half of the 1960's, the "Technology for Children (T4C) Program", in which elementary school children were given a variety of experiences dealing with the world of work, was developed and implemented. The Western States Small Schools Project (WSSSP), in the mid 1960's, developed and utilized the concept of a "Career Selection Program" in order to help students in the smaller high schools and communities to develop an awareness of the world of work. The San Diego County Schools, during the same era, developed and produced the "View Program", which

was designed to give the learner access to occupational information as it related to literally hundreds of occupations. There were also the efforts of the Pittsburgh (Pennsylvania) schools, in which students were given an acquaintance with the world or work as well as experience in a real or simulated job situation.

The above are but a few of the programs that emerged during the 1960's in response to concerns such as those voiced by the Panel of Consultants on Vocational Education. Each of the programs was concerned with some aspect of what is now perceived as Career Education, and each, in its own way, was an immediate predecessor of the current concept.

However, none of the efforts of the early and mid 1960's really attempted to "grasp the big picture," or to deal with the totality of the problem of helping every individual to prepare for a satisfying and gratifying life career pattern. Instead, each seemed to address itself to a specific part or aspect of the "big picture." It was really not until the late 1960's and early 1970's that educational leaders began to grapple with the totality--or the perceived totality--of the problem.

In 1968, for example, the Advisory Council on Vocational Education, under the leadership of Martin W. Essex, indicated that, in addition to a basic commitment to provide vocational education there were three other major areas of concern that should be considered as part of the totality of education:

> First, starting early in the student's formal education he must learn more about work, its dignity, and his relationship to the occupational world. Actual work experiences need to be included as an integral part of the student's educational program.

> Second, the subject matter of the school and vocational requirements need to be realigned so that education becomes more meaningful in terms of its occupational potential. This involves a high degree of flexibility and a definite movement toward individualization of instruction.
>
> Third, the hard-core content of vocational education--the part that makes a person employable--must be adjusted to accommodate a wider range of occupational opportunity and a larger number of students.

Clearly, the elements of Career Education can be seen in the three areas of concern noted by the Council.

Still further indications of the components of Career Education are to be seen in another closely related statement of the Advisory Council on Vocational Education:

> The renaissance in education must develop new relationships between the school and community at large to the end that education, with its vocational component, reaches into every fact of the community to provide for youth and adults now not being served.

It has already been suggested that it would be difficult, if not impossible, to trace all of the antecedents of Career Education. The ones that have been briefly described constitute only a few. It was, however, from antecedents such as those mentioned, that the concept of Career Education, as we know it today, has developed.

The Concept, the Process, and the Product

The concept of Career Education, as it has been discussed in these pages, is from all indications a viable one--one that is both alive and healthy. This observation is given credence by numerous happenings in Career Education that have occurred during the past three years. Virtually every state or territorial education agency,

for example, now has a professional staff member who is responsible for Career Education efforts in the state or territory. In 1968, only one state had such a position. Some state legislatures have, in recent years, appropriated state monies to be used for the support of Career Education. And whereas a decade ago it was difficult to find professional publications that dealt with Career Education, today one can find numerous such publications.

Yet another evidence of support and acceptance of the concept of Career Education may be found in the numerous, and extremely well-done, plans, brochures, and other descriptive materials that have been developed by state education agencies for use in their own states. [Some of these are mentioned in the section of this paper that is devoted to References. Others will be described in subsequent sections.]

Still further evidence of acceptance and support of the concept of Career Education may be found in the March, 1974, issue of Focus, which is published by the National Association of State Boards of Education. The Association, or NASBE, recently conducted a survey of educational priorities among state education agencies. Using a weighted formula to treat the state responses, the investigators found Career Education to be the highest priority.

It should be noted that in one context the NASBE survey indicated a need for, or a concern about Career Education. Either expression, however, would tend to support the basic concept of Career Education.

But while there is fairly solid evidence that the concept of Career Education, there are indications that the process of Career Education is not as firmly fixed within the educational

structure. This problem--that of transforming the concept of Career Education into a process of Career Education--was addressed recently by chief state school officers, USOE representatives, and others at a recent meeting in Pinehurst, North Carolina (April 1-3, 1974). At that meeting, Dr. Sidney Marland discussed with the participants some of the causal factors--the issues that tend to inhibit the implementation of Career Education on broad scale--and suggested that educational leaders from every level and aspect of education pour forth a concerted cooperative effort to at least minimize the effects of the issues. Among the issues noted by Marland were:

•Initiative

A major issue in virtually any effort aimed at reform of one sort or another has to do with the matter of who should take the the initiative? In the matter of Career Education, should the initiative be taken by the states? The federal government? Or both? It would seem obvious that a harmonized coordinated effort involving both would be the most productive approach.

•Definition

The matter of definition--of occupational education, of vocational education, and of career education--continues to be an issue that contributes to the problem. This should not be a factor. Most educators have workable definitions for Career Education. While the definitions might differ in detail, it is in diversity that we might find workable solutions to the problems.

•Passing Fad

A major concern, notion, or idea shared by many is that career education is just another one of the educational changes that are

proposed, accepted by some, and then forgotten. Many people think that career education is not only here to stay, but that it is also headed in the right direction. Nevertheless, the "passing fad" idea does contribute to the overall problem of implementation.

•Articulation

There is a real need to develop strategies and procedures that will permit and encourage better articulation of all aspects and segments of the educational program. How best can this be accomplished? What are the preferable strategies and procedures?

•Turfmanship

In education, each special interest group (vocational education, general education, science education, industrial arts, etc.) has created its own empire, and has been deeply committed to defending it. This is a real issue, and significantly contributes to the problems relating to implementation of the process. In addition to turfs that exist within the educational profession, there are other agencies (Agriculture, Transportation, Labor, Defense, Interior) which operate massive education programs, and empires, or turfs, exist there as well. Ways will have to be found to de-emphasize the notion of "my turf" and "your turf", and of emphasizing cooperative approaches to common goals.

•Funding

The issue of funding may perhaps be an aspect of "turfmanship". It is, however, a major concern or issue, and is manifested in the concept of "This is our money..."

If Career Education is to be the key to educational reform, substantial sums of money will be needed and ways must be found

to convince all agencies of this need.

To illustrate the magnitude of funds that might be considered, one should reflect that:

> $1 billion would provide each state with $20 million;
>
> $1.5 billion would provide each school district with $100,000; or
>
> $5 billion would provide $100 for each student.

And then, contrast these figures with the $15 billion that is being used for welfare every year.

•Anti-Intellectual

While to some people this is an "overdone issue", it nonetheless is a real one. Too often, vocational education is perceived as a program for the less gifted, less able students.

To some degree, turfmanship may cause this attitude to surface. One would suggest, however, that much of it results from ignorance. Considerable educative effort is needed if this kind of ignorance is to be eliminated or minimized.

•Minority Concerns

There is, among many, a concern that career education may become just another way of tracking underachieving culturally disadvantaged youngsters. Regardless of the fact that career education, when functioning as it should, would actually serve to remove or lessen tracking, the concern is still a very real one, and must be recognized. Efforts will need to be made to alleviate or minimize the concern.

•Wait for Research

There are those who would advocate that we wait until there is hard research data to support the concept of career education, and this does present some problems. Sound bases for our actions are needed, and the use of research-based information to use in building the bases should be encouraged. It is, however, possible to become bogged down, so to speak. A balance must be found.

•Teacher/Counselor Training/Retraining

With any area of educational reform, there is a need to orient--or perhaps reorient--those people affected by the change or reform. In the case of career education, two such groups are the teachers and the counselors, and at the present time, not too many within these groups have had a real opportunity to become actively involved in and trained for working career education. This issue must be resolved if career education is to achieve its total potential.

•Balancing Educational Program with Manpower Needs

In the areas of occupational education, vocational education, and career education, there is a possibility of creating unrealistic expectations which, when unmet, can result in extreme frustrations. For example, it may be that some educational programs dealing with work opportunities are not appropriate in terms of manpower needs. The educational program--occupational, vocational, or career--must work closely with related agencies in order to insure that imbalances between education and manpower needs are held to a minimum.

Obviously, there are other issues that might well be added to those suggested by Marland. The purpose, however, was not to identify every issue, for these will differ somewhat from state to state, city to city, and agency to agency. Instead, the purpose was one of calling attention to some, and to suggest that all must be faced before the process can be infused into the existing educational program.

Transforming the concept of Career Education into an operational process is one of the greatest challenges faced by American education. As with other challenges that have been met, however, the task is not insurmountable. If the process can be implemented, the product will be found in the millions of people, young adults, mature adults, and elderly adults who have had, as Superintendent Robert Benton of Iowa neatly and eloquently phrased it, the benefit of someone "helping them to become what they can become".

Explanatory Notes

This paper, "The Concept of Career Education", is the first of a series of papers concerned with various aspects of Career Education by the Career Education Project of the Council of Chief State School Officers. It is hoped that the series will contribute to the knowledge base of state education agencies. At the same time, it is also hoped that the series will, in a variety of ways, assist State Directors or Coordinators of Career Education in their efforts to further translate the concept of Career Education into a workable and viable educational process in their individual states.

The series has been authored principally by David L. Jesser, Director of the CCSSO Career Education Project. However, much assistance in the preparation of the series was provided by Nancy Pinson and Niel Carey, both with the Maryland State Department of Education, by Linda Keilholtz, of the Ohio State Department of Education, and by Byron Vanier, of the Nebraska State Department of Education. Special recognition and thanks is tendered to these interested, concerned, and dedicated educators.

It should be noted that a choice was made not use footnote references in this series. Instead, the references or sources to which footnote references would generally be made are included in the Selected References section which follows.

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